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ABSTRACT

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Patricia Lopez. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

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Instructional Objectives for a Junior College Course in Mexican American Studies

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ERIC Clearinghouse for Junior Colleges
University of California
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UNIT I: THE SPANISH CONQUEST

The Spanish conquest of Mexico was speedily and effectively executed. The colonial system which was established as a result provided a structured hierarchical society in which the conquered had a position to occupy. Exploration and expansion northward followed by settlement began almost immediately spanning the so-called Southwest from California through New Mexico and on to Texas. The Spanish influence on these territories persevered in spite of difficulties: hungers, Indians,etc., only to be faced in the end with a grasping greedy obstacle that proved impossible to overcome - the United States and its concept of Manifest Destiny.

Goal #1; The student will understand the motivations and events that led to the Spanish expansion into the Southwest.

Objective 1: In 30 minutes in class without notes, the student will list at least one major settlement in California, New Mexico, and Texas and describe in a brief paragraph the type of settlement it was. (Minimum criterion is 3)

Objective 2: In 20 minutes in class the student will without notes identify and give the importance of the leading events and men involved in the establishment of the settlements in New Mexico. Student will identify at least four men and events.

Goal #2: The student will understand the role of the Catholic Church in the Spanish expansion and settlement of Mexico and the Southwest.

Objective 1: In 30 minutes in class the student will list at least six parallels between the Roman Catholic faith and the pre-Cortesian Indian faith.

Objective 2: In 100 words or less the student will describe in class without notes the position of the Indian vis-a-vis the Catholic Church. Student will describe at least 2 facets of this relationship correctly.

UNIT II: THE ANGLO CONQUEST OF THE SOUTHWEST

The Anglo conquest of the southwest began in 1798 with individual journies into the Mexican territory. Emphasized will be the contrasts and similarities to the previous Spanish conquest of this region. The student will see the first legal and illegal settlements, the foundation of the Texas Republic, Polk's plan to annex the area, the resulting annexation and war, and finally the infamous Treaty of Guadalupe Hidalgo.

Goal #I: The student will understand the similarities and differences between the Anglo and Spanish conquests of the southwest.

Objective 1: Student will be prepared to take part in class discussion concerning the Texas Republic and US annexation of that area. Student will prepare outside of class a 1 page outline to be turned in at end of discussion listing his arguments for and against the establishment of the Republic of Texas and the US annexation of the area. Student will have listed at least 4 arguments for and 4 arguments against discussion topic.

Objective 2: Student will in 20 minutes in class without notes list the 5 stipulations by Mexico for legal Anglo settlement of Texas. (Minimum criterion level is 4)

Goal #2: Student will understand the political and economic ramifications of the Treaty of Guadalupe Hidalgo.

Objective 1: In 20 minutes class period without notes student will describe in 100 words or less the 2 chief clauses of the Treaty of Guadalupe Hidalgo as stated in the original treaty. (75%)

Objective 2: Student in 20 minute class period will without notes describe the US Senate changes in the Treaty of Guadalupe Hidalgo and at least 2 major

political and economic effects of the Senate changes.

Goal #3: Student will understand the role played by the furtrappers and traders in the Texas problem and in California prior to the Mexican American War.

Objective 1: Given a list of 10 names in class without notes the student will correctly identify and give significance of at least 5.

UNIT III: POST MEXICAN-AMERICAN WAR YEARS

The decline of the Mexican- American economically, politically, and socially, was very rapid following the War and American expansion into Mexican territory. As a result of the infamous Treaty of Guadalupe Hidalgo, Mexico lost 50% of her total land to the expansionist United States. This decline was especially marked in Texas and California. In the early years resistance movements developed with varying degrees of initial sucess but all ending in defeat. Chicano displacement in these years was accelerated due to illegal occupation of Mexican ranchos and farms by incoming Anglo settlers intent upon taking part in the spoils.

Goal #1: The student will understnd the systems of land usage and transfer in the southwest after the Mexican-American War.

Objective 1: Student will be able to describe in a 500-1000 word essay outside of class the diminution of the large haciendas in Northern California and compare it with the postwar land conditions in Southern California. (75%)

Objective 2: Student will in class without notes describe at least 2 major points of the Patron-Peon system in New Mexico.

Goal #2: The student will understand the varied types of Chicano resistance prevalent in the postwar years.

Objective 1: Given a state, the student will be able to describe in 100 words or less in class without notes the type of resistance typical of that state and name at least one person who best typified it.

Objective 2: Student will be able to trace the theme of Chicano resistance through specific examples from the lives actions of at least 3 men, each man being representative of one type of resistance.

Goal #3: Student will understand the motivations of the Californio representatives to the California Constitutional Convention.

Objective 1: Student will list in 30 minute class period without notes, the 4 chief issues chosen by the Californio representatives to make an issue of. Student will also list at least one reason for the choice of each issue.

UNIT IV: EARLY 20th CENTURY TRENDS IN CHICANO LIFE

The major trends in Chicano life during the first 40 years of this century can be characterized by two words: discrimination and violence. These years are marked by border violence due to the Mexican Revolution, by first attempts to organize politically as well as to unionize Mexican farm workers and mine workers. The Chicano was faced in these years with overt racial discrimination, segregation, violence, and bloody repression.

Goal #1: Student will be aware of the end of the myth of "Mexican docility".

Objective 1: Student will describe in a 500-1000 word essay outside of class the first attempts at farm worker and mine worker unionization in California, Arizona, New Mexico, and Texas. (Minimum criterion 75%)

Objective 2: Student will describe in a 500 word essay the effect of the railroads upon the Chicano in the Southwest. (75%)

Objective 3: Student will describe in a brief paragraph in class with or without notes the nascent student movement among the Chicanos during the 30's and the reasons for its defeat. (75%)

Goal #2: Student will understand the causes for unionism attempts among the Chicanos in the 20's and 30's.

Objective 1: After viewing film "Salt of the Earth" student will prepare outside of class a 1 page outline of the film's main points. Outline will be turned in following a class discussion on unionism among Chicanos. (75%) It is hoped to have a guest speaker upon this topic to reinforce points made by film.

UNIT V: WORLD WAR II AND THE CHICANO COMMUNITY UNTIL 1965

One hundred years has passed since the Mexican-American War but in that time treatment of the Chicano has not improved, rather it has worsened. The brutality of the early years was surpassed in the 40's. In the cities especially Los Angeles police persecution and violence promoted by the Press; in the rural areas conditions were so bad that the Mexican Ministry of Labor announced that no more braceros would be sent to the US (The braceros made up a large portion of the work force) due to the numerous cases of "extreme, intolerable racial discrimination". The social, economic and political conditions of the Chicano were stagnating.

Goal #1: Student will understand discrimination as applied by Anglos to Chicanos during the years 1940-1965.

Objective 1: In a 500-1000 word essay outside of class in explanation of the following quotation taken from the Mexican newspaper Manana; "The Nazis of Texas are not the political partners of the Fuhrer of Germany but indeed they are slaves to the same prejudices and superstitions." Does student agree or disagree that this was and is the case in Texas and give specific facts to back up your opinion. (75%)

Objective 2: Student will in 30 minute class period describe the cult of pachuquismo in 500 words or less without notes. Description to include the role of the pachuco in the community and the reasons for his existence. (75%)

Objective 3: Student will prepare 1000 word essay outside of class on the police actions during the "Zoot Suit Riots" of the 40's. Include police explanations for their actions and role of the press creating the situation. (75%)

Goal #2: Student will understand the changes wrought in the Chicano community as a result of World War II.

Objective 1: Student will write outside of class a 750-1500 word essay on the changes in the Chicano community in Los Angeles as a result of World War II as exemplified in the Richard Vasquez novel, Chicano. (85%)

UNIT VI: BIRTH OF LA RAZA

The year 1965 marks the beginning of the California grape strike at Delano and it is also the beginning of La Causa and La Raza Mia. The defeats of the past years are mobilized to form the background for the new movimento, one in which the young people play a predominate role along with the farm workers. These are the years now of the successful UFWOC, of Caesar Chavez, of Tijerina and the Alianza movement in New Mexico, of school walkouts, of the Brown Berets, and MAYA, and MAYO, and MECHA, and of the Chicano Moratorium Committee. These are the years of a Chicano cultural renaissance, of confrontation, and progress, and hopes that are born again and this time will refuse to die.

Goal #1: Student will be able to understand today's Chicano movement as a natural culmination of not only recent events of this century but as part of a continuum which began 200 years ago.

Objective 1: Student will trace Mexican-American unionism in the 20th century. Included will be reasons for early failure, important events and personages, and why it seems that the UFWOC has had greater success. (75%)

Objective 2: Student will describe Tijerina's Alianza movement in New Mexico and relate it to the stipulations of the Treaty of Guadalupe-Hidalgo. (75%)

Objective 3: Student will compare at least 2 modern Chicano resistance leaders or organizations with the 19th movements of Martinez and Cortina.

Goal #2: Student will understand the development of the United Farm Worker's Organizing Committee and the role of Caesar Chavez.

Objective 1: After viewing the film Decision at Delano student will list and give brief explanations of at least 4 actions or events that the film views as having major effect on the Strike. Outside of class.

Objective 2: Given a list of goals or aims, the student in class without notes will choose the goals most representative of UFWOC and the Grape Strike. (90%)

Objective 3: Student will outside of class write a 500 -1000 word essay descriptive of what a farm worker's life was in the 30's and what it is today. Give specific examples. (80%)